

TAB B to FY 03 Commander's Curriculum Guidance – Leader Development Expectations

1. **General.** Each curriculum for commissioned officers, warrant officers, and noncommissioned officers provide a graduate who has an essential set of capabilities that he or she can take into their next unit to refine and enhance those capabilities. This section provides a compilation of the expected leader capabilities, by skill or grade level, and the ways to achieve those ends in FY 03. As appropriate, this guidance accounts for Army Training and Leader Development Panel (ATLDP) results. A key point that emerged from that ATLDP was that training and leader development are inextricably linked. Good leaders provide good training for other leaders and soldiers; reciprocally, good training develops good leaders. Ensure junior leaders have a firm grounding in not only the “what” of training management (FM 25-100) but also “how” to apply those concepts (FM 25-101). When the revised FMs 25-100 and 25-101 (FMs 7-0 and 7-1) become available, integrate them into appropriate junior officer, warrant officer, and NCO curricula.

2. **Applicability.** My guidance in this tab addresses all levels of officer, warrant officer, and noncommissioned officer education systems, including initial military training. However, the guidance on courses that are the responsibility of the Commanding General, Accessions Command, is given on LTG Cavin’s behalf.

3. **OES Curriculum Guidance.** We must reintroduce the pillars of “theory, practice, history, and doctrine” as the framework and focus for officer curriculum development. We need to scale the curricula and their related foci to meet the needs of the cohort of each grade level. The focus for the Lieutenants must differ from that of the Captains, the Captains’ focus must differ from that of the Majors’, and the LTCs’ must differ from that of the Majors’. We need to formally recognize the training and leader development requirements for LTC and COL pre-command as well as for General Officers. We need to emphasize the experiential learning model as the core method for developing our Lieutenants and Captains; the preferable method is to provide a leader laboratory that places the officer in the elements of command and leadership during the conduct of small unit operations for the Lieutenants and up through Battalion and Brigade-level operations for the Captains in different environments and across the full spectrum of operations. The experiential learning environment must have the necessary priority and emphasis to produce an officer who is tactically and technically competent with the necessary adaptability, character and values to lead and command combat operations in the COE for both Major and Small Scale Contingency Operations. These officers must also have the ability to understand the differences between Major and Small Scale Contingency Operations, Stability Operations, and Support Operations, including training implications for unit readiness. Officers must be able to respond effectively and quickly to multiple, simultaneous dilemmas; if we expect them to be successful, then their training environment must be at least as complex and challenging as the environment they will face during operations.

a. **Educating the 2nd Lieutenant.** We expect that 2nd Lieutenants will be prepared for success in their first unit of assignment, by being tactically and technically competent officers and leaders with the moral character, confidence, and courage to

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lead a small unit within their assigned branch. To develop and deliver this new, but highly capable, Lieutenant, a sound foundation begins with pre-commissioning training and education followed by post-commissioning with the Basic Officer Leadership Course (BOLC) and then with the officer's branch specific training. Standardize pre-commissioning training and education across USMA, ROTC and OCS. During the first part of this leader development process the pre-commissioning training and education will:

- Focus on the history and traditions of the United States Army with study in military heritage.
- Introduce the officer to the components of total fitness and the army standards of fitness.
- Introduce the requirements of values-based leadership into the work place of a unit environment.
- Begin the process of developing small unit leadership skills with a doctrinal foundation for direct leadership skills.

During the post-commissioning phase of this leader development process, BOLC will focus on developing proficiency in small unit leader skills to meet an Army standard while operating within a tactical environment. The principal training strategy for BOLC is: hands-on, performance-oriented training to achieve *a common Army standard*. An AAR is provided to each officer at the conclusion of every major training event, focusing on the performance of individual leadership skills. Every officer will participate in a small unit leader position, in a contemporary mission environment, requiring combat skills in restricted terrain. We will routinely employ a 360-degree individual progress evaluation/assessment and feedback mechanism for every officer in BOLC. Upon arrival at BOLC, every officer must pass the Army Physical Fitness Test, and during the course every officer will develop and demonstrate proficiency in:

- Field craft skills
- Personal hygiene
- Combat feeding and hydration
- Field sanitation
- Clothing and equipment care and maintenance
- Combative skills
- Water survival and tactical swimming skills
- Confidence in heights

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- Cross country night orienteering/land navigation
- Code of conduct
- Applied tactics and techniques in escape and evasion
- M16 rifle qualification in a field environment.

For the branch phase of officer initial military training (IMT), we expect that every officer will, prior to graduation, demonstrate proficiency in the core leadership skills and their related tactical and technical branch requirements, as well as the ability to pass the APFT. We expect that the majority of the learning models will continue to rely on hands-on performance oriented training, and that this training will focus on The Army that these officers will be assigned to and on the specific equipment on which they must be competent to employ and maintain. In this phase, we seek to develop an officer who:

- Is skilled in performance, discipline, and career counseling for junior enlisted soldiers and E5/E6 NCOs.
- Knows how to work with NCOs in the accomplishment of unit missions to the collective standards outlined in the branch-appropriate Mission Training Plan.
- Demonstrates proficiency in first aid, NBC masking, decontamination, and small arms and crew-served weapons organic to the small unit to which they likely will be assigned.
- Continues to develop a warrior ethos.
- Can lead a small unit in an effective AAR, both during and after a major training activity requiring hands-on performance-oriented training to an Army standard.
- Demonstrates proficiency in branch-related, small unit leadership, in a mission environment requiring the employment of:
 - Fieldcraft skills
 - Land navigation
 - Mission-essential equipment to accomplish branch-specific missions
 - Maintenance of equipment in the field to an Army Standard for Preventive Maintenance Checks and Services
 - Tactics and techniques of the small unit to a collective standard
- Can successfully complete a full performance evaluation of the related combat proficiency tasks/drills within a virtual simulator (if available) demonstrating

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officer competence in the ability to both crew and command the major army weapons platform to which the officer will be assigned.

b. **Educating the Captain.** We expect Captains to be competent in tactical doctrine for the Battalion Task Force and Brigade Combat Team as well as in the related tactical doctrine of their own/assigned branch. We seek to further develop the Captains' understanding of the combined arms, and expect that Infantry, Armor/Cavalry, and Aviation officers have the tactical competence and know-how to lead or command combined arms operations. For the remainder of the branches, we must ensure that their officers know how to support combined arms operations for Battalion Task Force and Brigade operations. Our Captains must demonstrate:

- Proficiency to assess, plan, and organize mission-focused training in accordance with our doctrine at the company level and task force level.
- Brigade staff officer-level proficiency in our training doctrine for organizing, resourcing, and planning training for the type of brigade that they likely to be assigned.
- Competency as staff officers, fully familiar with military planning and decision making, and with *outstanding* written and oral communication skills.
- The ability to assess training and provide effective AARs to subordinate leaders. These AARs must not only address the performance assessment and the doctrinal/TTP and soldier manual crosswalk, but also provide the specific elements of how to fix the performance shortfalls at the company level.
- Proficiency in the army maintenance and supply system for the type unit they will command
- Proficiency in the art of performance, discipline, and career counseling for Lieutenants, and middle-grade NCOs.

To gain insights on leadership, doctrine and tactics, and the implications of technology, Captains will read and digest combat studies on historical battles and engagements of the United States Army. To provide them a sense of pride and cohesion, Captains will study the history, traditions, and customs of the United States Army and their respective branches. To begin their joint education and training, Captains will perform further study focusing on the contributions and history of the Air Force, Navy, USMC, SOF and the Coast Guard.

c. **Educating the Major.** Our field-grade level focus on Majors is to develop the related leadership skills for their next level of service in command and staff positions; to master the operational doctrine as well as the joint doctrine, which we employ for major operations; and to become academically accredited in their career specialties. Majors must be competent staff officers, experts in military planning and decision making, and possess *outstanding* written and oral communication skills. Central to the

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operations career fields are officers who represent the operational leadership and command cohort for our Army. Development of a range of leadership skills necessary for command and leadership at the battalion and brigade level will be an essential component of the curriculum. We will begin preparing the Majors for command at the battalion and brigade level by developing these skills through experiential learning applications and historical case studies and analyses. Additionally, we expect our Operations Career Field officers to establish proficiency in advanced warfighting skills at the brigade and battalion level and demonstrate the requisite skills for campaign planning for joint operations. MEL 4 accreditation will include:

- Proficiency in the war fighting doctrine for Division, Corps and JTF in both Major and Small Scale Contingency Operations.
- Thorough research and study of regional cultures, economies, military traditions, history, contemporary national framework of security, for at least one Combatant Command's area of responsibility to include:
 - Europe (west-central and eastern)
 - Russia
 - South East Asia
 - China
 - Northeast Asia
 - Caspian Sea region
 - Middle East/Persian Gulf
 - Pakistan/India
 - Central America
 - South America.
- Research and study of one major period in the evolution of warfare and the implications on theory and practice of warfare as it relates to the 21st century.
- Demonstrated proficiency in the advanced application of our training doctrine for division and corps formations with approved METL and adjustments to training proficiencies for Small Scale Contingency or stability operations, and support operation missions.
- Integrating the JPME and Masters Degree completion requirements.

d. Educating Officers to command at the LTC, Colonel, and General Officer levels. The Command and General Staff College and the proponents will

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continue to update officers on the latest information and lessons learned that they may need to help them be successful in command. Perhaps the most significant challenges will be helping them adapt to changes found in the Contemporary Operational Environment, to include the enhanced battle command capabilities associated with digital C4ISR.

4. WOES Curriculum Guidance. The WOES continues to provide Warrant Officers (WO) with performance-based certification and qualification training, to develop WOs for progressively more difficult and complex assignments. The WOES will continue to develop a corps of highly specialized experts and trainers, who are fully competent in technical, tactical, and leader skills, knowledge, and attributes (SKAs); creative problem solvers, able to function in highly complex and dynamic environments; and proficient operators, maintainers, administrators, and managers of The Army's equipment, support activities, and technical systems. The WOES must continue to provide a combination of branch-immaterial courses that deliver progressive and sequential training throughout an entire career. Regardless of branch affiliation or occupational specialty, the thread that ties all WOES courses together is common core training.

a. Educating the Warrant Officer Candidate. The Warrant Officer Candidate School (WOCS) provides pre-appointment training. WOCS evaluates and prepares candidates for appointment without regard to any specific MOS. Candidates receive training in the performance of basic leader tasks and are assessed on the performance of these tasks and their potential to serve as Warrant Officers. Training takes place in a physically and mentally demanding, high-stress environment. The WOCS also provides MOS immaterial training designed to assess the potential of candidates to become successful Army warrant officers and to provide training in basic officer competencies. This is the only pre-commissioning course conducted to assess and train the candidates transitioning from NCO to WO. Proponent-provided functional MOS certification training and reinforcement for the leadership and core value training is provided during the Candidate Course. Proponents ensure graduates possess requisite levels of technical and tactical competence to operate and employ the Army's systems during their initial assignment. WOCC oversees the TRADOC-directed Common Core portion of the course, ensuring the level of knowledge trained and evaluated is what is required by TRADOC at the entry level.

b. Educating the Basic Warrant Officer. Warrant Officer candidate selectees are designated to attend an MOS-specific Basic Warrant Officer Course (WOBC) at the same time they are selected to attend WOCS. The WOBC (including the Initial Entry Rotary Wing Qualification Course) conducted by branch proponents supports the MOS training and technical certification process. This process ensures that all Warrant Officers attain the degree of technical and tactical competence needed to perform in their MOS at the platoon through battalion levels. Training is performance-oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, ethics, and development of subordinates. WOBC proponents provide the resources (manpower,

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equipment, facilities, etc.) to provide functional training and reinforcement to develop WOs who are highly specialized experts and trainers. At end-state, the WO is fully competent in technical, tactical, and leader SKAs; creative problem solvers able to function in highly complex and dynamic environments; and proficient operators, maintainers, administrators, and managers of the Army's equipment, support activities, and technical systems. Training is heavily performance-oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, ethics, and development of subordinates. The WOBC (including the Initial Entry Rotary Wing Qualification Course) proponents support the MOS training and technical certification process. This process ensures that all warrant officers attain the degree of technical and tactical competence needed to perform in their MOS at the platoon through battalion levels.

c. **Educating the Intermediate Warrant officer.** Currently there is no course for this level of Warrant Officer education. While not yet approved, the WOCC must analyze the requirements to develop a Warrant Officer Intermediate Course (WOIC). This course can be an important part of the Institutional Education Transformation effort. The WOIC should provide MOS-specific training designed to update Warrant Officers on current and emerging technical and tactical requirements for their specialties and to enhance the level of technical skill and competence. The course would be taught at the three- to four-year point of WO service (WOS). This training can help WOs receive training/updates on fast changing technology advances and equipment, thereby closing the gap that currently exists. The WOIC should be performance-oriented, equipment-intensive training, but should also take advantage of appropriate Advance Distributed Learning applications.

d. **Educating the Advanced Warrant officer.** Warrant Officers in the grade of CW3 attend the Warrant Officer Advanced Course (WOAC) at approximately the sixth year of Warrant Officer service. The WOAC is MOS-specific and builds upon the skills, knowledge, and experience developed through previous training and assignments. The course provides the tactical, technical, and leader training needed to serve in company and higher-level positions. The primary focus is directed toward leadership skill-reinforcement, staff skills, and advanced MOS-specific training. The WOAC consists of two components:

- A prerequisite studies nonresident phase - Action Officer's Development Course. Training is MOS/branch immaterial and is common to all WOACs. The course includes staff skills and roles.
- A resident phase which consists of in-depth branch, proponent-developed and administered, MOS-specific technical training and branch-immaterial training that includes leadership, ethics, communication, military law, and personnel management.

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WOAC proponents provide the environment to validate and certify WOs on MOS technical and tactical certification through performance-oriented training. A resident phase, which consists of in-depth branch proponent-developed and administered MOS-specific technical and tactical training (85%) and branch-immaterial training that includes leadership, ethics, communication, military law, and personnel management (15%).

d. **Educating the Senior Warrant Officer.** The Senior Warrant Officer Staff Course (CW4) is a branch-immaterial course conducted at the WOCC. The course teaches the staff-officer and leadership skills needed to serve in CW4 positions at battalion and higher levels. Instruction includes decision-making, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication, training management, personnel management, and special leadership issues. WOES must initiate the foundation work on developing instruction and methods for including the ISC-Warrant Officer Track and Distributed Learning (DL) into the Senior Warrant Officer Staff Course (CW4).

- **ISC-Warrant Officer Track.** Proposes to provide branch-immaterial and branch-material, battlefield operating system technical and tactical skills to include JPME and digital systems proficiency training focused on battalion staff and functional leadership skills needed to serve as a CW4 senior battalion systems technician.
- **Distributed Learning (DL) Training.** This aspect of the course should incorporate resident and non-resident methodologies with remaining lecture/conference to place more emphasis on the technical/tactical training to produce a battalion systems technician.

Further education of the Senior Warrant Officer (CW5) includes the Warrant Officer Senior Staff Course (WOSSC) which is a branch-immaterial resident course conducted at the WOCC. It is the capstone for Warrant Officer professional military education. The WOSSC provides Warrant Officers with broader Army perspective required for assignment to CW5-level positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on force integration (“how the Army runs”) and provides up-to-date information on Army-level policies, programs, and special items of interest. WOES must initiate the foundation work on developing instruction and methods for including the Master Technician – Master Level into the WOSSC.

- **Master Technician – Master Level.** This portion of WOSSC proposes to provide CW5s with branch-immaterial training to be technical, functional, and branch systems integrators and trainers at the highest organizational levels.
- **Competencies:**

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- Branch and BOS technical skills
- Brigade and higher systems technician
- Brigade battle staff skills
- Digital systems proficiency

5. NCOES Curriculum Guidance. As we begin the important work of implementing what the NCOs told The Army in the ATLDP, the most critical TRADOC task is to transform our NCOES. While the current NCOES is not broken, the world and The Army are changing. Therefore, NCOES must also change to continue to develop the strong backbone of The Army. This transformation is more than just updating the curricula or adding a few new tasks. Transformation requires a hard look at the current learning models and methods/media. The NCO Corps is expected to actively participate in life-long learning and mentor their subordinates to do the same. All soldiers must learn, grow, and achieve throughout their careers and be provided the methods and media that enable continuous access to doctrine, TTPs, training support materials, proponent subject matter experts, and a variety of information bases.

NCOs will continue to be the masters of leader tasks for their respective level of responsibility and of individual and small unit training; and they will continue to be the recognized experts in field craft, basic marksmanship, soldier care, and technical skills. In addition to these traditional skills, TRADOC must help develop NCOs who also are masters of how to learn new information quickly and who are able to adapt to rapid mission changes and take advantage of opportunities on the battlefield. We must begin to build the “how to learn” skill set as early as possible, potentially as early as Initial Entry Training, and continue to emphasize it in PLDC and BNCOC. NCOs must be able to think critically and act decisively, based on commander’s intent and good situational awareness. As The Army evolves its formations and doctrine to meet full spectrum operational requirements, expectations of the NCO Corps will increase and the tasks normally associated with more senior NCOs will migrate downward. We must develop learning models and strategies that provide the SSG/SFC a broader understanding of not only combined arms, but also Joint, interagency, and multinational (JIM) operations. We must also begin to develop NCOs who are competent battle staff NCOs at the SSG level and continue to grow and refine those skills at the SFC and MSG level. Each Commandant should continue to reenergize Project Warrior as a career enhancer and an optimal way to involve the NCO Corps fully in doctrine and training development and execution. Initial experiments with Gauntlet training have shown great promise; TRADOC will continue to explore ways to expand the linkage between Officer and NCO development experiences.

A team at CAC is developing The Army’s Leader Development Campaign Plan. During FY 03, each Commandant will need to explore five key areas in NCOES in support of the NCO portion of this Campaign Plan. These areas include:

- While not yet approved, we must analyze the possibility and feasibility of splitting current skill level 5 into a Skill Level 5 (MSG/1SG) and Skill Level

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6 (SGM/CSM). Analysis should include determining if there is a need to train any technical skills at the MSG level and any other MOS/CMF-unique training concerns at the MSG level.

- Determine suitability of more hands-on experiential training in current technical tracks of BNCOC and ANCOC.
- Ensure BNCOC and ANCOC teach tasks that are properly aligned with The Army's practice of assigning NCOs to positions one to two grade levels higher than their current rank.
- Provide a common war fighting focus, increased combined arms training, and education tailored to the NCOs operational assignments. Emphasis on combined arms training should start at the ANCOC level with BNCOC remaining focused on producing NCOs that are highly proficient in technical skills.
- Provide MOS/CMF insights/recommendations for the development of a competency assessment program that provides objective feedback on soldier tactical and technical competency for the MOS and the leadership skills required by the grade.

a. **Educating the Sergeant.** PLDC is not performance-oriented enough. Too much instruction time is spent in “death by VGT”. We need to continue transforming the course to devote upwards of 90% of the resident training time to problem solving, performance-oriented training. A clear grounding in Troop Leading Procedures must occur at this point in the NCO’s development, and the development of “leading & training” SKAs must take center stage. We must continue to provide a curriculum that:

- Focuses on the “KNOW” aspects of the “BE – KNOW - DO”
- Orients on Army systems
- Provides immediate feedback from cadre to student on testing and performance
- Is highly challenging

However, we must also initiate or continue the training and education transformation to provide:

- More experiential, performance-oriented learning
- A clearer focus on the NCO’s responsibility to lead & train
- Emphasis on “BE” and “DO” aspects of NCO leadership
- More troop leading procedures and field craft

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- A standards-based education, evaluated by small group leaders and peers
- NCOs with the capability to not only facilitate but also actively participate in the AAR process
- More challenging problem solving situations

b. **Educating the Staff Sergeant.** For the SSG level, we must continue to develop leaders who are masters of their MOS as well as expert trainers and training managers. Leader labs should focus on leading & training inside the platoon formation and on providing the initial exposure to core staff skills needed inside the Battalion formation. We must continue to train and educate the skill level three soldiers on:

- Common and MOS-specific skills
- How to lead and train the squad/section
- Basic staff skills that enable each NCO to operate successfully in a battalion or brigade TOC

As part of our training and education transformation, we must begin or continue to develop courses that will provide:

- Performance-based learning using the concept of leader labs
- Clearer focus on leading and training within platoons & squads, and the standards that represent job excellence
- Enhanced MOS technical and tactical skills
- Multi-echelon, shared training events with other ranks
- Exposure to the staff skills needed in the battalion TOC

c. **Educating the Sergeant First Class.** At the SFC level, the focus needs to expand from MOS-specific training to the battlefield operating system. The focus becomes leading and training inside the company formation and expanding the NCO's staff skills to those needed inside the Brigade formation. The officer-NCO relationship will receive more attention at this level, at the same time we continue to train and educate:

- Common and MOS-specific skills
- How to lead and train the platoon
- Expanded staff skills to enable each NCO to assume additional Battle Staff functions inside the Brigade Combat Team and fully complement the Battle Captain counterpart.

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In FY 03, commandants must begin or continue the transformation of training and education to provide:

- More experiential, performance-oriented learning
- A definite focus on leading and training inside the company and platoon and the relationship to the company team and battalion task force
- A BOS-centric understanding and capability, beyond the specific MOS
- More multi-echelon, common/shared training events with other ranks
- SKAs that foster conceptual thinking and reasoning
- Expanded staff skills to promote success inside the Battalion and Brigade TF TOCs
- Focus on the Officer-NCO relationship inside the company/battery

d. **Educating the MSG & 1SG.** Today, the NCO does not receive any formal training between the ranks of SFC and MSG. In the past, two functional courses, First Sergeant Course and Battle Staff Course, have attempted to fill this void. Since neither is tied to promotion and not all NCOs attend, many newly promoted MSGs must learn to succeed at their new rank the hard way. In FY 03, we need to analyze the need to develop and implement a new standard Skill Level 5 course. This potential course would provide all MSGs and 1SGs a core education consisting of leading, training, and some tactical skills. Based on their MOS or assignment, these NCOs would also take one or more of the three additional tracks of Technical, First Sergeant, or Staff Skills. This training should be a blend of advanced distributed learning and resident instruction taught in the Army School System. The course would:

- Be conducted primarily on-demand, via advanced distributed learning
- Have a branch-immaterial core with some special tracks
- Be focused on leading and training within the company and battalion/brigade TF Staff
- Educate the NCO on how a TOC/EOC runs, and provide him with the integration skills needed for analog or digital C4ISR systems
- Provide the Joint, interagency, and multinational aspects of staff and leadership functions
- Employ distributed simulations and be games-based

e. **Educating the SGM & CSM.** If skill level 5 becomes a reality for MSGs and 1SGs, then SGMs and CSMs would be at a skill level 6. The capstone of NCOES

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continues to be the Sergeants Major Course. However, some of the same deficiencies mentioned about PLDC are also true of the current SMC. Teaching by VGT must be replaced by problem solving activities, where students learn by doing. We must continue to train and educate:

- Battle Staffs inside the Brigade Combat Teams
- How The Army runs
- Sister services roles and missions
- How to lead and train the battalion level and above
- Group dynamics
- Team building

However, we must also initiate or continue to transform training and education The Army's senior NCOs to provide:

- More performance-based, simulation-driven exercises to explore the full spectrum of operations within the Contemporary Operational Environment
- Education on leading complex organizations
- The incorporation of Joint operations
- Building high performing teams
- Training and education on analog and digital Operations
- Command team relationships

6. Soldier Initial Entry Training Guidance. Initial Entry Training will continue to produce the best soldiers in the world. IET must ground our soldiers with The Army's values and culture while developing their ability to be mentally and physically tough, and unwilling to accept defeat. They must be constantly challenged through a rigorous standards-based program that places emphasis on hands-on, performance-oriented training under stressful conditions. IET soldiers must be provided the necessary skills, knowledge, and abilities to:

- be a contributing team member on day one in their first unit.
- live the Army Values and demonstrate the Warrior Ethos
- become an active learner who pursues continuous improvement as a member of The Army, which must be a learning organization

In FY 03 Commandants should continue to enhance their IET programs. The following areas provide a framework of analysis for this next year as we continue to develop and refine our concepts for the Objective Force Soldier:

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- Expand the use of OSUT-like training
- Evaluate potential strategies for using Assignment-Oriented Training
- Evaluate leveraging civilian credentialing and certifications
- Because all soldiers have the potential to become leaders, we should explore ways to enhance that potential in IET to prepare them to become leaders—well before they pin on the stripes
 - Life-long learning for an Army career begins at accession. Assess how we can leverage the time spent in the enlistment process, especially in the Delayed Entry Program, for training and preconditioning activities
 - Ensure that our IET program builds the foundation for full integration of the soldier's family into the Army.